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IDENTIFIERS	Afghanistan; *Dari

ABSTRACT

The materials status report for Dari, the dialect of Persian (Farsi) spoken in Afghanistan, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Dari, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations, each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262603

Language/Area Reference Center

Materials Status Report

AFGHAN PERSIAN

(DARI)

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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FL015270

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Center for Applied Linguistics
Materials Evaluation - 1985 DARI
Materials Status Report - Narrative

Language, dialects, standards. Dari is the name given to the dialects of Persian, also called Farsi, which are spoken in Afghanistan. The standard spoken dialect is that spoken in Kabul. There is no written Dari, per se; the written form of Dari is standard written Persian. Dari dialects are mutually intelligible with one another and with the other dialects of Persian.

Writing system. Standard Persian employs the Arabic alphabet, with modifications.

Production of written language. Persian typewriters are relatively readily available. The Xerox Corporation has a Persian type font now available for computer production of written Persian.

Difficulty for English speakers.

Phonology: Not terribly difficult. Some vowels will cause problems; consonants which don't exist in English include velar fricatives, a back k.

Syntax: Difficult. Dari is a SOV language, with "backwards" clause-structure from that of English. Dari is noted for the richness of its word-formation processes.

Vocabulary: Very difficult. Some cognates with English/French.

Writing system: Very difficult. The Arabic alphabet is difficult to learn; written Persian is based on older forms of the spoken language; and the alphabet does not "fit" the spoken language in that representation of vowels is for the most part lacking.

Usable existing texts:

Basic level: Entezer, Dari Reference Manual
Glassman, Conversational Dari
Advanced level: none
Refresher-maintenance: none
Reference: none
Sakaria: English-Dari Dictionary

Existing programs, classes: University of Arizona; FSI

Native speaker availability: More than 8,000 native speakers in the United States, some with linguistic training, e.g. Ismail Burhan.

Linguist resources: Habibullah Tegey, Washington, D.C.

Center for Applied Linguistics/LARC
Materials Evaluation - 1985 DARI (Afghan Persian)
Bibliography

Basic Level Teaching Materials

Entezer, M. Ehsan and John G. Brodie. Peace Corps Dari (Afghan Persian) Reference Manual, Basic Course, Part 2. Austin, TX: University of Texas, Austin, 1969.

Foreign Service Institute. Spoken Afghan Persian. Units 1 - 5, Persian Orthography. Washington, D.C.: Foreign Service Institute, Department of State, 1955.

Glassman, Eugene H. Conversational Dari. An Introductory Course in Dari (=Persian) as Spoken in Afghanistan. Kabul, Afghanistan: The Language and Orientation Committee, International Afghan Mission, 1976.

Glassman, Eugene H. A Short Course in Conversational Dari. Revised. Tehran: The Resource-Study Center, 1974.

Hodge, Carleton T. Afghan Persian Basic Reader. Kabul: Foreign Service Institute, American Embassy, 1960.

Razaq, Abdul. A Travel Pocket Book of Self-Learning English-Dari. Kabul, Afghanistan: Pashtoon Bookstore, 1971.

Wilson, J. Christy, Jr. Kabul Persian. Washington, D.C.: Foreign Service Institute, Department of State, 1960.

Wilson, J. Christy, Jr. An Introduction to Colloquial Kabul Persian. Presidio of Monterey, CA: Army Language School, 1958.

Advanced Level Teaching Materials

Enteser, M. Ehsen. Intermediate Dari for Peace Corps Volunteers. Afghanistan. Austin, TX: University of Texas, 1966.

Refresher/Maintenance Materials

none

Reference Materials

Glassman, Eugene H. Model Verb Forms in Spoken Dari. Tehran: The Resource-Study Center, 1973.

Dictionaries

Sakaria, S. Concise English-Afghan Dari Dictionary. Revised and enlarged edition. Kabul, Afghanistan: the author, 1967.

Materials Not Found

Afghan Persian Basic Course. Washington, DC: Foreign Service Institute, 1960. [409p]

Afghan Persian: Basic Reader. Kabul, Afghanistan: American Embassy, Department of State, 1960. [44p] [PK6873.U542]

Entesar, M. Ehsan. Intermediate Dari for Peace Corps Volunteers. Afghanistan. Prelim. copy. Austin, TX: University of Texas, 1966.

Persian: An Introduction to Colloquial Kabul Persian. Monterey, CA: Defense Language Institute, 1966. [68p] [ED 037 547 MF only] Tapes

Philott, Douglas C. Higher Persian Grammar for The Use of The Calcutta University Showing Differences between Afghan and Modern Persian with notes and rhetoric. Calcutta, India: Calcutta University, 1919. [937p]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Entezar, M. Ehsan and John G. Brodie. Peace Corps Dari (Afghan Persian) Reference Manual, Basic Course, Part 2. Austin, TX: University of Texas, Austin, 1969.

Specific language/dialect taught: Dari

Type of text: Basic level teaching material

Publication information: Out of print, produced under a Peace Corps contract. [PK6873.E5] Book 1 could not be located for description or evaluation.

Intended users: Peace Corps volunteers

Format: 2 books with tapes

Overall grammatical/pedagogical approach: structural/transformational, as well as eclectic

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:

According to the table of contents, there should be 43 cycles, each containing: 1) presentation; 2) completion drills; 3) notes; 4) transformation drills, recapitulation; 5) conversation.

Review drills; six sample texts; nine sample dialogues (missing from the Library of Congress copy).

Vocabulary areas covered: widely-varied; mainly newcomer situations and cultural topics.

General comments: The part of this series held in the Library of Congress collection is incomplete and badly disordered.

CPT page label: DARENTEB1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Entezer, Dari Reference Manual

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X	 X X		
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEDEY

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

DARI
Entezer, Dari Reference Manual

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	X					X
Presentation, explanation of basic grammatical structures		X				X
Development of accurate pronunciation		X				
Development of automaticity, fluency	X					X
Development of appropriate range of vocabulary		X				
Presentation of cultural and functional information			X			
Development of encoding, decoding skills (in non-roman alphabets)						X
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

DARI
Entezer, Dari Reference Manual

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?			X
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?		N/A	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			X
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?	X		

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

DARI
FSI, Dari Orthography

Foreign Service Institute. Spoken Afghan Persian. Units 1 - 5. Persian Orthography. Washington, D.C.: Foreign Service Institute, Department of State, 1955.

Specific language/dialect taught: Dari, dialect not specified

Type of text: beginning reader

Publication information: supplement to FSI's Spoken Afghan Persian. Out of print. LC No. PK6873.U55. Sample at CAL.

Intended users: students of Dari

Format: book

Overall grammatical/pedagogical approach: ?

Presentation of language: Dari (Arabic) Script

Physical quality of book: n/a

Editorial quality of target language: The language is a mixture of "standard" and colloquial Kabuli Persian

Editorial quality of English: no English in book

Overall organization of text:
Written version of Units 1 - 5 of Spoken Afghan Persian.

Vocabulary areas covered: ?

General comments:

CPT page label: DARFSIWA

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
FSI, Dari Orthography

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			 X X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Glassman, Eugene H. Conversational Dari: An Introductory Course in the Farsi (= Persian) of Iran. 4th edition. Kabul: The Language and Orientation Committee, International Afghan Mission, 1976.

Specific language/dialect taught: Dari, Kabul dialect

Type of text: beginning course

Publication information: first published in 1970, with title Conversational Kabul Dari. Out of print. LC No. PK6873.G5 1976. Sample at CAL.

Intended users: English-speaking students of Dari

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:

Introduction, discussing the (audio-lingual) principles of language learning
2 lessons on pronunciation
23 lessons, each consisting of pronunciation drills; presentation of grammatical structures in charts, with idiomatic English translations and notes; vocabulary for the lesson, with English glosses; drills and exercises.
Appendices:
Comparison of IPA and symbols used in the text
Dari names of continents, countries and languages

Vocabulary areas covered: general newcomer situations

General comments:

CPT page label: DARGLASA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DDARI
Glassman, Conversational Dari

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X X X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

DARI
Glassman, Conversational Dari

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		X				X
Presentation, explanation of basic grammatical structures		X				X
Development of accurate pronunciation		X				
Development of automaticity, fluency		X				X
Development of appropriate range of vocabulary			X			X
Presentation of cultural and functional information			X			X
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			X

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

DARI
Glassman, Conversational Dari

	Y	S	N
Do the materials appropriately integrate the use of English in class?		X	
Are the materials likely to be visually appealing to the student?			X
Do the materials expose students to language material above their momentary level?			X
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?	N/A		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			X
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?	X		

Comments: This is the last edition of Conversational Dari by Glassman. It seems to be the best basic course material available. However, the book has various shortcomings which need to be pointed out. For example, in some instances the translation is wrong. (e.g. p.22/3-H). Some statements are noneconomic and confusing (e.g. p. 19/2); the fact is that in Dari, except for finite verbs, the stress always falls on the ultima. Sometimes the presentation is inadequate and totally misleading (23/3-1). The same word is presented sometimes in "standard" and sometimes in colloquial form (e.g. p.64/52-53, bradar byadar). It should be mentioned that the bradar form, which is usually used by the author, is heard very rarely. The common form is biradar.

Evaluator: HABIBULLAH TEGEY Date: September, 1985

Y = yes; S = somewhat; N = no

Glassman, Eugene H. A Short Course in Conversational Dari. Revised. Tehran: The Resource-Study Center, 1974.

Specific language/dialect taught: Dari, Kabul dialect

Type of text: beginning course

Publication information: 1st edition published in 1971. Out of print. LC No. PK6873.G54 1974. Sample at CAL. Contents are similar to Glassman, Conversational Dari.

Intended users: English-speaking medical practitioners in Afghanistan

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:

Introduction
Explanation of transcription
42 lessons (very short at first, then lengthening) of different types, e.g. presentation of vocabulary, with English glosses; practice exercise on a grammatical point; grammar explanation; etc. Last lessons are a phrasebook of sentences in a medical context.
Appendix: chart of the Dari verb system
Appendix: summary of verbs presented in the book

Vocabulary areas covered: general, medical

General comments:

CPT page label: DARGLASB

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Glassman, Dari Short Conversation

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of				
a. fulfillment of text goals?		X		
b. clarity of organization?			X	
c. lucidity of presentation?		X		
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: The 1976 edition has been evaluated separately, as Glassman, Dari conversation.

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Hodge, Carleton T. Afghan Persian Basic Reader. Kabul: Foreign Service Institute, American Embassy, 1960.

Specific language/dialect taugnt: Dari, dialect not specified

Type of text: beginning reader

Publication information: Accompanies the FSI Dari Basic Course. Out of print. LC No. PK6873.H542. Sample at CAL.

Intended users: beginning English-speaking students of Dari

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: Arabic script

Physical quality of book: n/a

Editorial quality of target language: fair

Editorial quality of English: excellent

Overall organization of text:
Presentation of Dari (Arabic) alphabet, with transcription of Dari which is used in the Basic Course
37 Readings: Readings 2 - 10 are written versions of the Basic Sentences of the corresponding units in the Basic Course; other readings deal with the same subject matter as the corresponding Basic Course units but in narrative form.

Vocabulary areas covered: ?

General comments:

CPT page label: DARHODGA

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Hodge, Dari Basic Reader

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			X X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Razaq, Abdul. A Travel Pocket Book of Self-Learning English-Dari. Kabul, Afghanistan: Pashtoon Bookstore, 1971.

Specific language/dialect taught: Dari, dialect unspecified

Type of text: Reference, phrasebook

Publication information: out of print [PK6875.R38]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Arabic alphabet listed but transcription used throughout.

Physical quality of book: n/a

Editorial quality of target language:

Editorial quality of English: adequate

Overall organization of text:
[88pp]
Arabic alphabet introduced with transcription.
Words and phrases are arranged in communication and survival categories roughly in order of their occurrence after arriving in a foreign country; i.e., arrival, necessary expresssions, customs, luggage, taxi cab, road signs and public notices, hotel, food, doctor, etc.

Vocabulary areas covered: communication and survival in newcomer situations

General comments: The book is good for nothing.

CPT page label: DARRAZAA

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Razaq, Phrasebook for Travellers

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			X X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Wilson, J. Christy, Jr. An Introduction to Colloquial Kabul Persian. Presidio of Monterey, CA: Army Language School, 1958.

Specific language/dialect taught: Dari, Kabul dialect

Type of text: beginning text

Publication information: out of print. LC No. PK6873.W5. Sample at CAL

Intended users: English-speaking students of Dari

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:

Preface: Introduction, rationale for using transcription
Chapter I: Introduction to the Dari sound system, explanation of transcription symbols
Chapters II - X: semi-haphazard presentation of vocabulary and grammar points, with considerable cultural information. All examples are translated into English.

Vocabulary areas covered: household topics, some geography

General comments:

CPT page label: DARWILSA

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Wilson, Colloquial Kabul Persian

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X	 X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Wilson, J. Christy, Jr. Kabul Persian. Washington, D.C.: Foreign Service Institute, Department of State, 1960.

Specific language/dialect taught: Dari, Kabul dialect

Type of text: beginning text

Publication information: reworking of the author's Introduction to Colloquial Kabul Persian. Out of print. LC No. PK6873.W5 1960. Sample at CAL.

Intended users: English-speaking students of Dari

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:

Chapter 1: Presentation of transcription, symbols, with drills
9 chapters: Semi-haphazard presentation of dialogues (with English translations and buildups); cultural notes; grammar notes and exercises; paradigms; sentences illustrating verb tense usage, with translations.

Vocabulary areas covered: household topics

General comments:

CPT page label: DARWILSB

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Wilson, Kabul Persian

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X	 X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

DARI
Enteser, Intermediate Dari for PCVs

Enteser, M. Ehsen. Intermediate Dari
For Peace Corps Volunteers. Afghanistan.
Austin, University of Texas, 1966.

Specific language/dialect taught: Dari, dialect not specified

Type of text: intermediate; intended to bring student to FSI S2+ rating

Publication information: never formally published. Copy at CAL.

Intended users: English-speaking students who have had a beginning course in Farsi (Persian).

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: Dari script (Arabic) with some transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
8 units, consisting of 1) grammar presentation; 2) drills; 3) conversation (Dari in transcription, no translation); 4) written exercises with English sentences, Dari equivalents in script; 5) continued writing exercises entirely in Dari script.

Vocabulary areas covered: ?

General comments:

CPT page label: DARENTEA

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Enteser, Intermediate Dari for PCVs

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X	 X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	
Advanced Courses	X
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

DARI
Enteser, Intermediate Dari for PCVs

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts		X				X
Presentation, explanation of advanced grammatical structures			X			X
Development of automaticity, fluency			X			X
Development of extensive range of vocabulary		X				X
Presentation of cultural and functional information			X			X
Development of advanced reading skills						X
Development of competence in various styles in the standard dialect			X			X
Development of competence in regional/ social dialects			X			X

	Y	S	N
Do the materials consist of authentic texts?		X	
Do the materials present a range of written genre?			X
Are teaching suggestions or strategies to exploit the text included?			X
Are the materials logically sequenced?			X
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	N/A		
Are the materials adaptable to differing student backgrounds and interests?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

DARI
Enteser, Intermediate Dari for PCVs

Do the materials prepare students for self-learning after the course is over?	Y	S	N
			X

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Refresher/Maintenance Materials

Reference Materials

Glassman, Eugene H. Model Verb Forms in Spoken Dari. Tehran: The Resource-Study Center, 1973.

Specific language/dialect taught: Dari, dialect not specified

Type of text: reference grammar

Publication information: out of print. LC No. PK6873.G52. Sample at CAL.

Intended users: English-speaking students of Dari

Format: book

Overall grammatical/pedagogical approach: eclectic

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: all right

Editorial quality of English: excellent

Overall organization of text:
Introduction - rationale for verb form discussion
Chart of the Colloquial Dari Verb System - not clear what he's doing...
Sections presenting variations on Dari verbs - derivations from nouns and adjectives, tenses, etc.
Index to verb forms

Vocabulary areas covered: n/a

General comments: highly unclear presentation

CPT page label: DARGLASC

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Glassman, Dari Model Verb Forms

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			 X X X	
Are the materials usable in language teaching contexts?	•	•	X	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The sentences are very often awkward and in many instances the English translations do not correspond to the original Dari sentences.

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Dictionaries

Sakaria, S. Concise English-Afghan Dari Dictionary. Rev. and enl. ed. Kabul, Afghanistan: the author, 1967.

Specific language/dialect taught: Dari (Kabuli Dialect)

Type of text: Reference, dictionary

Publication information: Out of print. [PK6393.K3S3 1967]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: romanization

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: very good

Overall organization of text:
[iii, 183pp, xxii]
Approximately 5,000 English entries include parts of speech, Dari equivalents.
The introduction includes pronunciation notes.
Appended are brief grammar notes, greetings and useful expressions.

Vocabulary areas covered: non-specific

General comments: Joan Underwood's English-Korean Dictionary serves as a model for the compilation of this one.

CPT page label: DARSAKAA

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

DARI
Sakaria, English-Dari Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X	 X 		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: Many "words" used in the dictionary do not exist in Dari for the intended meaning. (e.g., taalaar-e khaab, Paa in shaar, pp. 36, 37). Besides, sometimes the word is presented in its oral, "colloquial" form (shaar) and sometimes in its written form (Khaah). Sometimes the meaning is wrong.

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

DARI
Sakaria, English-Dari Dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			X
b. grammatical approach		X	
c. state of knowledge of the language			X
d. use of accepted modern standard script, orthography N/A			
Included in entries:			
a. etymologies			X
b. definitions/explanations			X
c. translation equivalents		X	
d. transliterations	X		
e. phonetic transcriptions of pronunciation			X
f. grammatical information		X	
g. examples			X
h. use of entry in phrases, idioms			X
i. syllable division			X
j. cross-references to other entries			X
k. information on style levels			X
l. information on regional, dialectal variation			X
m. warnings about language learner errors			X
n. cultural information			X
Are examples			
a. literary quotations			X
b. quotations from oral sources			X
c. contrived for purposes of discussion	X		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			X
Does the dictionary approach full coverage of the vocabulary of the language?			X
Is the dictionary primarily aimed at the English speaker?	X		
Can the dictionary be used by beginning students of the language?		X	

Comments:

Evaluator: HABIBULLAH TEGEY

Date: September, 1985

Y = yes; S = somewhat; N = no

Electronic Materials